



Virtual reality world and education: virtual classes and research rooms in respect to academic performance and social development

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Abstract- The virtual classroom and research rooms have created new teaching pedagogy. This study was carried out to investigate Virtual Classroom Instruction on Academic Performance of Educational Technology Students in Distance Education. The virtual classroom, generally, is appreciated by students as a result of the abundant resources and free time it allows as well as autonomous study, intuitive knowledge and selective contents (Falloon, 2012). Students must arrive on time, and when he/she enters into the classroom, he/she find a fixed classroom with teachers, fellow learners, a whiteboard, LCD projector, optionally a television screen with audio and video facility (Hall, 2012). Mallareddy (2013) investigated the use virtual classroom in Telugu Language teaching and noted that it was advantageous in removing the barriers of time and space, overcoming the unavailability of teachers; sessions can be recorded quicker to organize. However, there was lack of tools and technology, lack of interaction with learners. Gedera (2014) in an attempt to develop a better understanding of students' experiences of learning with the specific online learning technology of Adobe Connect virtual classroom discovered that students were satisfied with the platform of learning. Stating that in spite of the constraints of virtual classroom, most of the students preferred to have more virtual classroom activities because of the presence of cues and more human interactions. Virtual classroom has been found to be very effective in the dispensation of Distance Education Programme in many countries of the world. The strategy has been extended as a veritable tool in enhancing teaching and learning in a diversified form of education.

Key words - virtual classes, research rooms, ICT, Academic performance and social development

I. INTRODUCTION

Statement of the Problem

In the context of what is stated above, the investigator has, therefore, formulated a research problem for investigation which reads as:

"Virtual reality world and education: Virtual classes and research rooms in respect to academic performance and social development"

Objectives of the Study

1. To compare the virtual classes and research rooms and academic performance of inclusive schools students.

- a) To compare the virtual classes and research rooms and academic performance of male students.
- b) To compare the virtual classes and research rooms and academic performance of female students.

2) To compare the virtual classes and research rooms and social development of inclusive schools students.

- a) To compare the virtual classes and research rooms and social development of male students.
- b) To compare the virtual classes and research rooms and social development of female students.

Hypothesis of the Study

1. Virtual classes and research rooms is associated with academic performance of inclusive schools students.

- a) Virtual classes and research rooms is associated with academic performance of male students.

b) Virtual classes and research rooms is associated with academic performance of female students.

2. Virtual classes and research rooms is associated with academic achievement of inclusive schools students.

a) Virtual classes and research rooms is associated with social development of male students.

b) Virtual classes and research rooms is associated with social development of female students.

Terms used in the Study Definitions

Academic performance :

Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests.

Social development:

Social development is about improving the well-being of every individual in society so they can reach their full potential. The success of society is linked to the well-being of each and every citizen. Social development means investing in people. ... Their families will also do well and the whole of society will benefit.

Delimitation of the Study

Keeping in view the resources of the investigator the present study was delimited to:

1. Its method, sampling, tools and technique have limited the study.
2. The study has been confined to the students of schools.
3. The study is concerned with public schools.
4. Public schools affiliated with various Boards.
5. The research of the study has been confined to Moradabad commissionerie.
6. The study is concerned with urban area.
7. The study has been conducted on a large group of 400 students.

Educational Importance:

Among the many advantages of an online education, you'll find virtual classrooms are great for people who are advancing their education while working. In a traditional classroom, lectures will be scheduled at a specific time of day and your schedule will be formed around the availability of classes. If you're currently employed and courses aren't available after your working hours, it can be difficult to juggle a course load in addition to your work duties. When attending a virtual campus, online learning allows for far more autonomy in deciding your own schedule. That means you can study whenever it's convenient for you. Live with some noisy roommates? Having more control over your schedule also means you can avoid distractions easier. Because your schedule isn't dictated by classes, you can spend more time doing the things you want. That might mean focusing on your career or spending time with your family. All you need is a digital device and an internet connection, and

you have access to the necessary tools to further your education and earn your degree. Learning from virtual classes in education is not only a matter of duration of usage but also the quality of programs. A good quality program can lead to two consequences. It would lead to increase in linguistic, cognitive skills (depending on the program objectives). At the same time good and achievement programs may lead to longer duration of viewing and this subsequently may have detrimental effect on children. For adequate learning therefore a right combination of content and duration of usage is necessary. Integrating coursework with technology provides a number of advantages. Rather than waiting days or weeks after exams,

you can often get immediate feedback. Where a traditional lecturing leaves you at the mercy of your best note-taking skills, video presentations can be watched and revisited as necessary.

II. METHOD AND PROCEDURE

POPULATION OF THE STUDY:

Population or universe means the entire mass of observation, which is the present group, from which a sample is formed. In other words, population in broad sense is to include all sets of individual objects or reaction that can be described as having a unique pattern of qualities. (Guilford 1973) Thus the population conveys different meaning from the traditional one. In census survey the count of individuals (men, women and children) is known as population. But in research methodology population means the characteristics of specific group.

All 11th and 12th grader of science and commerce group, belonging to medium SES studying in different Higher Secondary Schools affiliated with various Boards of the area of Jaipur (Rajasthan) constituted the population of the present study,

SAMPLE AND SAMPLING PROCEDURE

400 students of Public Schools have been selected for the study. Out of these 200 were the boys and 200 girls. A list of Public Schools of Jaipur (Rajasthan) was selected randomly so as to make sample size of 400 having 200 & 200 for boys and girls respectively. Hence simple random sampling was the math sampling technique.

"A simple random sample is one in which each element of the population has equal and independent chance of being included in the sample (R.A. Sharma 1990) population. The criteria for randomness in a sample are met when:-

1. Every individual (an animal or thing) in the population or supply has the same chance of being chosen for the sample.
2. When the selection of one individual or thing is no way influence the choice of another.

"Randomness in a sample is assured when we draw similar and well shaken up stips out of a bowl or number in a lottery or hand from a carefully shuffled deck of cards. In each of these cases selection is made in terms of some mechanical process and is not subject to the whims or biases (if any) of the experimenter." (Garrett. 1981).

VARIABLES OF THE STUDY:

In the present study, the following variables were used under four headings:-

(A) Independent Variable:

Virtual classes and research rooms in reality world :

Preference of using internet :

- (i) Knowledge (Discovery, News, quiz etc)
- (ii) Religious (Religious channel, religious films etc)
- (iv) Entertainment (Film, music, family serials etc)
- (v) Sports (sports channels, sports related news etc.)

(B) Dependent Variables:

- (i) Academic performance

(ii) social development

(C) Moderator Variable

Sex

(D) Controlled Variables

(i) Level of Study

(ii) Locality

(iii) Family background and SES.

RESEARCH TOOLS USED:

The tools are the most important constituents of the research design because the sum of and success of the researcher and of the whole study itself fully depends upon the relevant as well as appropriate tools. The following tools have been used for the present study:

Variables Tools

1. Virtual classes in education - Self reporting performance & parents report / Interview technique from students and parents.

2. Academic performance - Self prepared test

3. Social development. - Self prepared Test

4. Socio — Economic Status S.D. Kapoor's SES scale Questionnaire

Urban (SESSQ — U)

STATISTICAL TECHNIQUES USED:

In fact ICT in education is independent variable. This variable is discrete in nature and concentration, self thinking and technical achievement are dependent variables. These variables are both discrete and continuous in nature. Hence Analysis of variance followed by T test is used.

III. CONCLUSIONS

Conclusions regarding virtual classes and academic performance of schools male students.

1. Students preferring knowledge & entertainment based programmes do more affect to thematic as compared to those prefer religious and sports based programmes. Students preferring sports based programmes are more affect to thematic as compared to those preferring religious programmes.

2. Male students preferring religious & sports based programmes have lower scholastic mental capacity as compared to those preferring knowledge and entertainment based programmes. Students preferring sports programmes have lower scholastic mental capacity rather than those who prefer religious programmes.

3. Male students preferring knowledge & sports based programmes have lower ego strength as compared to those preferring entertainment based programmes.

4. Online programmes preferences have nothing to do with submissiveness and dominance personality trait.

5. Students preferring knowledge based programmes have lower desurgency personality trait as compared to those preferring religious, entertainment and sports programmes.

6. Students preferring knowledge based programmes have stronger super ego strength rather than those who prefer religious and entertainment programmes. Students who prefer religious based programmes tend to be weaker super ego strength as compared to those preferring entertainment programmes.

7. Students preferring sports based programmes have more autistic type personality as compared to those preferring knowledge and entertainment type programmes.

8. Male students preferring knowledge and entertainment based programme tend to have lower conservatism as compared to those students preferring sports based programmes.

It can be concluded that some (50%) concentration are associated with male students' programme preferences and some traits are not associated with programme preferences at all. It can be concluded that 60% students have no relation with their personality in reference to above these traits whether they devote much or less time. Only 40% students have relation with time devotion.

Conclusions regarding virtual classes and academic performance of inclusive schools female students.

1. Female students preferring religious programmes have more lower scholastic mental capacity than those who prefer knowledge and entertainment programmes.

2. Online programme preferences have no effect at all on Lower-Higher Strength academic performance.

3. Students preferring knowledge based programmes are more desurgent as compared to those preferring entertainment and sports programmes.

4. Virtual programme preferences have no effect at all on Threctia-Parmia Personality Trait. Virtual programme in educational growth and development programme preferences have no effect with Harria-Premisia Personality Trait.

5. Virtual programme preferences have nothing to do with Alaxia-Protension Personality Trait.

6. Female students preferring sports based programmes are more autiac rather than those students who prefer entertainment programmes.

7. Female students preferring knowledge based programmes are more radical as compared to those prefer religious programmes. Students preferred entertainment and sports programmes are more radical rather than those who prefer religious programmes.

8. Female students preferring religious and sports programmes are more self-sufficient as compared to those preferring entertainment programmes.

It can be concluded that some (40%) personality development are associated with students' Programme preferences and some traits are not associated with programme preferences at all.

In short it can be said that the students who devote less time to virtual classes have high scholastic mental capacity and have high self-concept control as compared to those who devote much time to virtual classes and research rooms in education. It can be concluded that 80% female students have no effect on their academic performance whether they devote much or less time. It is against the common belief that majority of students devote too much time in using internet.

Conclusions regarding virtual classes' and social development of inclusive schools male students.

1. Male Students preferring knowledge based programmes have more motivation rather than those who prefer entertainment and sports programmes. Students preferred sports programmes have more motivation as compared to those preferring entertainment programmes. It can be concluded that male students who prefer entertainment based programmes such as films, family serials, music-episodes etc have less social development rather than those who prefer to watch discovery channel, news-channels, quiz etc. as long as with sports news, different sports programmes..

2. It can be concluded that whether male students devote much time or less time to virtual classes and research rooms in education, it cannot increase their motivation but T.V. programme preferences can increase their social development.

Conclusions regarding virtual classes and social development of inclusive schools female students:

1. Female Students preferring knowledge based programmes have more social development as compared to those who prefer religious, entertainment and sports programmes.

It can be concluded that female students who prefer to watch discovery channels, different types of quiz, news, current affair programmes increase their knowledge, vocabulary and awareness rather than those who prefer to watch other programmes.

The result open other thing that male students prefer both knowledge and sports based programmes and both types of programmes increase self thinking of male students but female students prefer more knowledge based programmes rather than other types of programmes and it increase their social development.

It can be concluded that whether students devote much or less time to virtual classes and research rooms in education, it cannot increase their .motivation but T.V. Programme preferences can increase their motivation.

VALIDITY OF THE HYPOTHESIS:

Following hypothesis was proposed to be tested:-

1. Virtual classes and research rooms is associated with academic performance of inclusive schools students.
 - a) Virtual classes and research rooms is associated with academic performance of inclusive schools male students.
 - b) Virtual classes and research rooms is associated with academic performance of inclusive schools female students.
2. Virtual classes and research rooms is associated with social development in inclusive schools students.
 - a) Virtual classes and research rooms is associated with social development in inclusive schools male students.
 - b) Virtual classes is associated with social development in inclusive schools female students.

IV. SUGGESTIONS FOR FURTHER STUDY:

1. A study on the parallel line can be conducted taken other independent variables like attitude and values. It is because the effect of internet on the psyche of students is a matter of debate
2. Other moderator variables like rural urban, intelligence level, different age groups and occupational groups can also be introduced.
3. Same study can be repeated on a larger sample.
4. Analysis of the data may also be carried out with a multi variants analysis of variance.
5. The study can also be repeated targeting specifically rural area and socially economically backward subjects.

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